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ABSTRACT

Elementary school students differ in interest, capacity, achievement, social development, socioeconomic level, and psychomotor skills. These individual differences are discussed in reference to the process of designing the elementary social studies curriculum. Part One suggests ways in which teachers can respond to students' individual differences. Part Two lists eight criteria to be followed in the designing of activities; argues for the use of group and committee work to improve students' social development; suggests individual activities; and discusses the integrated social studies curriculum. Also discussed in this part are the process of developing the total child, readiness for learning, teacher-pupil planning, and the quality of the learning environment. (RH)

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PROVIDING FOR INDIVIDUAL DIFFERENCES AND DESIGNING THE CURRICULUM

Marlow Ediger

Part One: Providing for Individual Differences

There are selected differences among pupils which must be considered thoroughly in order to provide for all learners in the class setting. Thus, pupils differ from each other in interest, capacity, achievement, social development, socio-economic level, and psychomotor skills. These traits will now be considered in the order presented above.

Pupil Interest and the Social Studies

There are selected learners in the class setting who feel that social studies is the most interesting curriculum area in the elementary school. Others may feel neutral toward the values to be gained from studying units of study in the social studies, or that it is the least interesting curriculum area in the elementary school. Why do selected pupils feel that social studies is the most interesting curriculum area as compared to those who may dislike studying this curriculum area?

1. The teacher provides for a variety of learning experiences such as the use of excursions, reading activities, films, filmstrips, tapes, slides, pictures, study prints, discussions, resource personnel, and panel work.
2. Plans for grouping pupils are utilized which guide pupils to experience continuous progress such as in the nongraded school.
3. Each pupil is praised for progressing well in the social studies.
4. The teacher is interested in teaching the social studies and this enthusiasm is reflected within learners.
5. Learning activities are selected by the teacher on the basis of capturing pupils' interests.
6. Teacher-pupil planning is utilized in determining objectives, learning experiences, and assessment procedures.
7. The teacher uses feedback from pupils in evaluating when to change

PS 017 000

learning experiences to something which is more interesting to pupils.

8. The family in the home setting discusses news items and other content pertaining to the social studies.

There is much that teachers can do in attempting to obtain the interests of pupils in the social studies.

Capacity of Pupils and the Social Studies

Native capacity of learners may be an important consideration to keep in mind when thinking of pupils who achieve well in the social studies as compared to those who may gain less rapidly in this curriculum area. No intelligence test, of course, accurately measures native capacity of pupils. Even the best intelligence tests have their weaknesses in attempting to appraise native capacity. This is true for the following reasons:

1. It is difficult to separate native capacity from opportunities to learn on the part of any student.

2. Test writers have a difficult time in the writing of items on any examination which might truly reflect the native capacity of any individual.

3. A pupil's score on an IQ test generally varies from the first time to the second time the same or an alternate form of the test is taken even when the intervening interval is short between the two times the test was taken.

High capacities on the part of pupils should aid in pupil achievement in the social studies due to the following reasons:

1. If the pupil has considerable native intelligence, chances to develop more complex concepts and generalizations should increase.

2. Schools tend to emphasize abstractions in ongoing learning experiences. Pupils with high IQ's can generally handle abstract content better than learners who have less to show in the area of mental maturity.

Pupils with high intelligence quotients may be guided in the following ways to realize optimal achievement:

1. Do additional tasks at selected learning centers; these tasks require more complex levels of thinking.

2. Engage in research activities requiring a variety of learning experiences.

3. Present research findings to classmates.

4. Interview resource personnel to gather data pertaining to selected problem areas.

5. Plan learning activities with the teacher which would be challenging and purposeful.

6. Work on art and construction projects which would clarify selected concepts and generalizations in depth.

Pupils with below average capacity may need to have the following experiences in ongoing units of study in the social studies:

1. Concrete and semi-concrete learning activities need to be utilized more so than those stressing the abstract.

2. Sequence in learning must be adjusted to where each pupil is presently.

3. Easier tasks must be provided for those pupils who do not have the native capacity that faster achievers possess.

4. Teacher-pupil planning may aid in adjusting learning activities to the present achievement level of slow learners.

5. A variety of learning activities must be in evidence so that all learners may be successful in the class setting.

It is important to provide for all learners regardless of capacity levels. Each pupil is important and has great worth. The teacher must perceive her overall goal in teaching to help guide each pupil in realizing his/her highest potential. It is important then to continually study each pupil in order to determine where his or her present achievement level is. The teacher may then determine which learning opportunities would be most beneficial for each child in the class setting.

Pupil Achievement in the Social studies

It is vital to guide each pupil to achieve optimal development in the social studies. Pupils, of course, differ much from each other in achievement in the social studies as well as in other curriculum areas in the elementary school. How can the teacher of social studies aid each pupil to progress well?

1. Use teacher-pupil planning in selecting relevant units of study.

2. Have pupils within a structured framework select what they wish to learn.

3. Let learners individually pace their own achievement in terms of rate of speed.

4. Reward each pupil for improved performance.

5. Permit pupils to have ample opportunities in assessing their own achievement with instructor guidance.

6. Have adequate materials from which pupils may learn.

7. Carefully develop appropriate teaching strategy to initiate, develop, and culminate ongoing units of study.

8. Use inductive approaches adequately in the teaching of pupils.

9. Use stimulating teaching materials when expository methods of instruction are used in ongoing learning opportunities.

10. Give pupils assistance and guidance when necessary in teaching-learning situations.

11. Do not label pupils such as being "dull", "slow", and "disinterested".

12. Provide for different styles of learning in the class setting.

13. Respect all pupils regardless of race, creed, and socio-economic levels.

Social Development and the Pupil

Pupils differ much from each other in social development. Thus, learners individually may exhibit behavior such as the following when interacting with others:

1. Being shy, withdrawn, and reserved.
2. Exhibiting aggressive behavior in wanting to dominate others.
3. Revealing kind, friendly, and polite behavior.
4. Being overly polite and wishing to impress others.
5. Talking "down" to other individuals.
6. Being aloof and impersonal.
7. Avoiding the discussion of controversial issues.
8. Showing feelings of mistrust to others.
9. Being a showoff and wishing to entertain others.
10. Revealing tremendous leadership capacity.
11. Being quiet and studious.
12. Wanting to be the "strong person" in a group.
13. Disagreeing constantly with others.
14. Being considerate of others.
15. Holding grudges for long periods of time.

The social studies teacher must study individual pupils in terms of present levels of attainment in social growth and guide learners in living rich, full lives. Each child needs to experience that which is fulfilling. Thus, pupils must experience a learning environment filled with diverse kinds of experiences which are interesting, meaningful, and purposeful. Adequate emphasis must be placed upon learners engaging in committee work if social development is to be in evidence. Committee work, in and of itself, definitely will not guide pupils in achieving well socially. Each pupil must experience success and satisfaction within committee settings in order that positive social development may be in evidence. The teacher then must plan learning centers or arrange pupils in committee work which will foster skills in the area of social development.

1. Pupils with teacher aid may plan and implement worthwhile standards of conduct in the class setting. These criteria must stress the importance of the total growth of each individual, including social development.

2. Pupils with the supervision of the teacher might initiate, develop, and evaluate a mural pertaining to content in an ongoing unit of study.

3. Learners in a committee could write and present a short play relating to a unit of study.

4. Pupils can develop a small stage, background scenery, and puppets; a related presentation may be given to classmates.

5. With teacher guidance, a committee of learners may construct models relating to content being studied in social studies units.

6. Within a committee setting, pupils could plan and execute a dramatization such as creative dramatics or a pantomime.

7. Pupils may engage in conversation in the class setting. Proper standards for conversing should be stressed in this learning activity involving oral communication.

Socio-Economic Levels and the Pupil

Pupils come from diverse socio-economic levels in the home and community

setting. Thus, pupils may come from homes such as the following:

1. There is barely enough income to obtain the necessities of life.
2. The parent or parents are unemployed and depend upon welfare funds in order to obtain food, clothing, and shelter.
3. Selected pupils come from a very favorable home environment with adequate income and loving parents.
4. A child lives with a grandparent; the child was not wanted by the parents.
5. There are seven children living with one parent in a two bedroom house; the combination living and dining room is very small. The parent finds it very difficult to obtain enough money to provide for the needs of the children.

Many other descriptions could be given of pupils who come from favorable as well as unfavorable home environments.

What can the teacher of social studies do to provide for individual differences among pupils who come from homes representing diverse socio-economic levels?

1. Accept all pupils as human beings having much worth.
2. Assess each pupil to determine present levels of achievement. The curriculum must then be adjusted to present achievement levels of learners.
3. Encourage each child to achieve to his/her own optimum rate of achievement. Do not force pupils in the class setting to achieve at the same rate at the same time in any given curriculum area.
4. Attempt to determine the learning style of each pupil and thus provide learning experiences beneficial to each learner in the school and class setting.
5. Have adequate knowledge pertaining to the home and community environment of each pupil. The social studies teacher needs to use this information to improve the curriculum for each learner.
6. Have pupils with teacher guidance, sequence their own progress in learning.

7. Hold frequent conferences with individual pupils to obtain feedback to improve the curriculum.

8. Use unsigned questionnaires to obtain information from pupils on interests, hobbies, and talents.

9. Use a variety of evaluation techniques to obtain data from each learner to improve the curriculum.

10. Show genuine interest in each pupil.

Psychomotor Skills and the Pupil

Pupils need to achieve well in the psychomotor domain. Thus, pupils must develop skill in the use of the muscles. Learners, of course, will be at different levels of achievement here as is indicated by the following examples:

1. Jimmy is in the fifth grade and has little or no interest in baseball, basketball, or other athletic endeavors. He has difficulty catching a baseball thrown from a nearby area.

2. Carl is proud of being the fastest runner among classmates. He actively participates and excels in games involving much physical movement.

3. Alice, a third grade child, prefers to watch others rather than participate in the playing of games.

4. John, a sixth grade student, wants to become a professional basketball player. He spends as much time as possible playing basketball, as well as engaging in other sports, in the home and school setting.

5. Mary, a fourth grade pupil, is almost always chosen first when teams are formed to play either baseball or basketball. Pupils admire her for performing as well as any boy in athletic events.

Pupils do admire others who are able to use their muscles will. Thus, pupils who are proficient in the playing of games may enjoy considerable status. What can the teacher do to guide pupils in developing needed skills in the psychomotor domain?

1. Develop an environment whereby pupils respect each other regardless of present achievement in the psychomotor domain.

2. Stimulate pupils in wanting to participate in learning experiences involving the psychomotor domain.

3. Develop positive attitudes within pupils pertaining to the use of the muscles in teaching-learning situations.

4. Integrate an adequate number of psychomotor domain objectives into the social studies curriculum.

5. Have pupils engage in learning activities in which success may be experienced.

The following are selected learning experiences in the social studies for pupils in the psychomotor domain:

1. Pupils may learn representative folk dances pertaining to the unit presently being studied.

2. Learners may play games that children play in other countries of the world, as these units are being studied.

3. Pupils may engage in construction activities as they relate to ongoing units of study.

4. Learners may develop a mural, a frieze, or individual sketches directly related to the ongoing unit of study.

5. Puppets and marionettes may be made by pupils individually or in a committee.

6. Pupils may dip candles, make butter, or engage in similar process activities in the social studies.

In Summary

Definite provisions should be made for individual pupils in the class setting. Differences that exist among pupils in the school and class setting include the following:

1. Differences in pupil interest in ongoing learning experiences.

2. Differences in capacity among learners.
3. Differences in achievement among learners.
4. Differences in social development.
5. Differences in socio-economic levels.
6. Differences in psychomotor development.

It behooves the teacher to study each pupil thoroughly in terms of the above named characteristics. The teacher of social studies needs to set realistic goals for each pupil to achieve in all facets of development. Relevant learning opportunities need to be provided for pupils in order to achieve these objectives. Evaluation of pupil achievement is then necessary to determine if desired objectives have been met.

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Part Two: Designing the Social Studies Curriculum

The teacher of social studies needs to give careful consideration to the design of the social studies program for elementary children. Each pupil should be guided to achieve to his or her optimum in terms of understandings, skills, and attitudinal objectives. Thus, it is necessary to place adequate emphasis upon the design of the social studies curriculum for elementary pupils.
The design of the curriculum area of social studies should follow these criteria:

1. Each pupil should achieve success in learning.

2. Learners need to experience appropriate sequence in ongoing learning experiences.

3. Pupils must experience integrated learning experiences with adequate emphasis being placed upon content cutting across boundaries and borders of diverse academic disciplines.

4. Learning experiences for pupils take into careful consideration previous understandings, skills, and attitudes developed.

5. Pupils individually should have ample opportunities to develop well socially as well as to achieve to their optimum in working on an individual basis in ongoing learning activities.

6. Adequate emphasis needs to be placed upon pupils developing well intellectually, emotionally, socially, and physically.

7. Pupils need to participate in learning activities which require a relatively quiet environment such as in reading social studies content as well as participating in activities which require physical movement and manual dexterity.

8. the teacher needs to select objectives, tasks, and appraisal techniques in teaching--learning situations, as well as pupils with teacher guidance identifying relevant goals, learning experiences, and assessment procedures in the social studies curriculum.

Social Development and Achievement on an Individual Basis

Pupils need to develop well socially. Thus, individuals are able to interact well with others in a group setting. Additional reasons inherent in guiding pupil to achieve well socially would be the following:

1. The school is a social setting comprised of pupils, teachers, custodians, cafeteria workers, the principal, the supervisor, and other workers such as remedial reading specialists and guidance counselors. Thus, it behooves the teacher in guiding pupils to be able to interact well with others.

2. Much content is learned from other human beings; thus, it is important to be able to possess necessary skills in human relations to develop well intellectually, physically, socially, and emotionally.

3. Satisfying human relations aid pupils in feeling successful in the school setting. One facet of development that all human beings need to be successful in is the area of good human relations.

4. Teachers need to emphasize considerable committee work in a quality social studies program; thus, pupils need to be able in interact well with others in order to accomplish relevant goals within a group setting.

5. Politeness,as a valued asset in society, demands that each human being develop optimally in the area of social development and group interaction.

It is important then for teachers to select an adequate number of learning experiences which guide pupils to achieve to their full potential in social development. Pupils may work in committees using open space education and learning centers. Centers such as the following may be developed which could guide pupils in interacting well with others in a committee setting:

1. A writing center. Pupils could cooperatively develop a poem, story, or engage in research.

2. An art corner. Here pupils may cooperatively plan and develop a mural.

3. A contruction center. Pupils within a committee may decide upon the kind of industrial arts project to be developed relating to an ongoing unit of study. Following this decision, learners with teacher leadership may implement their decisions directly relating to the construction activity.

4. A reading station. Pupils may share content of library books and stories

read in a group setting.

5. A dramatization corner. Selected learners cooperatively may plan and implement a dramatization related to ongoing learning experiences. Thus, pupils again have opportunities to work harmoniously together with other learners.

6. A story telling center. Here pupils may take turns telling creative stories to others in a committee setting.

7. A listening center. Pupils may listen to selected tapes and share major ideas gained using agreed upon criteria for committee work.

Criteria need to be emphasized when learners work in a committee setting. Cooperatively, pupils with teacher guidance may develop guidelines such as the following:

1. Pupils should respect the thinking of others.
2. Each pupil needs to contribute to his or her optimum in committee work.
3. No one should dominate committee endeavors.
4. Evaluation of pupil achievement within the committee setting must be positive and facilitate rather than hinder learner progress.
5. Each pupil should have ample opportunities to choose which tasks to pursue within a committee setting.
6. Ideas in a discussion should flow within the committee rather than from chairperson to participant only.

Pupils also need to have numerous opportunities to work individually on selected learning activities. Situations in life demand that human beings individually engage in profitable experiences. Thus, the school setting may emphasize learning experiences such as the following:

1. Pupils selecting and reading library books and stories of their choosing.
2. Each pupil may select approaches to reveal knowledge gained from units of study in the social studies. Art work, written products, oral reporting, written reports, and construction projects may provide ways for pupils to reveal learnings obtained from ongoing units of study.

3. Learners individually may select a research problem and gather needed information in attempting to arrive at a solution.

4. Each child could select a club or organization to join in the school setting such as a social studies club in which the student could select a project of his own choosing to work on.

5. After completing a given assignment, the child may choose the next learning activity such as engaging in art work, or in a construction project, or participating at a writing center.

The learner should find experiences satisfying, fulfilling, and rewarding when working on a learning activity involving individual efforts.

The Integrated Social Studies Curriculum

Social studies lends itself well to placing emphasis upon the integrated curriculum. Too frequently in the past, social studies has been taught in terms of separate academic disciplines. Thus, separate units of study have been emphasized pertaining to geography only, history only, or political science only. It is important for pupils to develop learnings in depth pertaining to each of the social science disciplines emphasized in elementary school social studies such as history, geography, political science, economics, sociology, and anthropology. Learners must also perceive that content from these social science disciplines can be interrelated. Using problem solving approaches in teaching-learning situations can aid pupils to perceive that facts, concepts, main ideas, and generalizations are related. Thus, the fused social studies curriculum may become a reality in teaching-learning situations. Pupils should also perceive the relationship of science, music, art, and physical education, for example, as an inherent part of a good social studies program. In a common social studies unit on "Communication in the United States," pupils with teacher guidance may

1. develop telegraph sets; thus, principles of science may be brought into the ongoing social studies unit with learners studying electromagnets and how they operate.

2. write selected verse relating to content being studied; attempts may be made in setting the words to music.

3. plan and develop individual illustrations, friezes, murals, and dioramas pertaining to major generalizations being studied.

4. engage in rhythmic activities relating to main ideas contained in the ongoing unit of study.

Selected problems need to be identified and attempts made at remedying these situations pertaining to the implementation of the fused or integrated curriculum:

1. Each social science discipline should receive adequate emphasis in the social studies curriculum.

2. Content should not be fused or integrated for the sake of doing this. Rather fused and integrated content should make learnings more meaningful to pupils.

3. Selected pupils may need to develop learnings in depth pertaining to a specific curriculum area or to a facet of this curriculum area. The concept of diagnosis should be implemented to determine when the separate subjects curriculum needs to be emphasized in ongoing learning activities as compared to fused and integrated approaches.

Developing the Total Child

In educational history, much emphasis has been placed upon the intellectual development of the learner. At the turn of the last century, more emphasis has been placed upon learners achieving well in other facets of development also, such as social, emotional, and physical. The social studies curriculum must help pupils achieve to their optimum in all four facets of development--intellectual, social emotional, and physical. The following learning experiences are mentioned to reveal learning opportunities pertaining to all areas of a child's development:

1. participating in critical thinking, creative thinking, and problem solving activities (intellectual development).

2. learning to play games of a specific country being studied in social studies (physical development).

3. working together with other learners in a committee to develop a mural or frieze (social development).

4. choosing a library book to read voluntarily or freely selecting a task to complete at a learning center (emotional development).

Why should the total development of pupils be emphasized in the school and class setting?

1. Each facet of development influences the achievement of a different area of growth such as positive attitudes or feelings (emotional growth) aid in achieving well in intellectual achievement.

2. Individuals need to develop well in social, emotional, physical, and intellectual achievement if self-fulfillment of human beings is to be in evidence. A person who is not well developed socially, for example, will be greatly handicapped when attempting to achieve well in situations involving the world of work as well as in more informal interactions with other human beings.

3. With more leisure time available for many citizens as compared to earlier times, it is imperative that positive recreational pursuits are in evidence. Thus, for example, the emotional development and physical achievement of individuals are of utmost importance.

Readiness for Learning

To achieve to the optimum in a given unit of study, pupils need to obtain adequate background experiences. Thus, the teacher needs to guide pupils to achieve in the following areas in terms of readiness for learning:

1. The pupil must have enough background information to benefit from a new unit of study.

2. If these prerequisites have not been met, then objectives need to be stated at an easier level. Pupils need to be successful in achieving new goals in the social studies.

3. A variety of learning activities may be provided to assist learners in securing necessary readiness experiences to benefit from ongoing tasks, such as the use of pictures, films, slides, filmstrips, discussions, and field trips.

4. Problem solving approaches may be utilized to guide learners in achieving necessary prerequisite learnings. Within the framework of problem

solving, critical thinking may be utilized to appraise necessary content in arriving at solutions. Creative thinking may be used to arrive at unique and novel solutions to problems.

5. Feedback from learners should be utilized in determining if pupils are ready for achieving new objectives.

6. Pupils should have ample opportunities to raise questions in a stimulating environment for learning. Thus, the individual learner will reveal where he is presently in social studies achievement.

7. The teacher needs to guide pupils to engage in self evaluation. Thus, learners may be involved in assessing readiness for learning.

8. The teacher of social studies must attempt to select those learning experiences which will guide pupils to experience continuous progress and success in achieving new objectives.

9. Using appropriate pretesting techniques can aid in determining if pupils are ready to benefit from stated objectives in a new unit of study. Thus discussions may be utilized in determining where pupils are presently in social studies achievement.

Teacher-Pupil Planning

To emphasize democracy as a way of life in the school setting, pupils must have ample opportunities to engage in helping to plan objectives, learning experiences, and assessment procedures. Thus, teacher-pupil planning can become an important part of the elementary school social studies curriculum. There are many opportunities during any school day for learners to engage in teacher-pupil planning.

1. The content of selected learning centers may be developed through teacher-pupil planning.

2. Bulletin board displays might be an end result of teacher-pupil planning.

3. Problem areas for an ongoing social studies unit may be developed through teacher-pupil planning.

4. Reference sources utilized in problem-solving activities may be cooperatively identified.

5. Standards of conduct can be developed by pupils with teacher guidance.

6. Selected objectives for a unit of study can be identified cooperatively involving pupils and teachers.

7. Means of evaluating pupil achievement during and at the end of a unit may be planned by pupils with teacher leadership.

There are important standards to follow when teacher-pupil planning is utilized as a learning activity in the school setting:

1. All should participate with no one dominating the discussion.
2. Ideas should be presented to the total group and not to a few individuals only.
3. Ideas should be discussed and evaluated in depth.
4. Content presented should flow among members within the committee and not between individuals only.

The Learning Environment

Teachers of social studies must give careful consideration to the quality of learning environment in the school and class setting. Thus, pupils must experience a quality environment for learning which would aid each to achieve optimal development. Educators generally would agree upon the following standards pertaining to an atmosphere which is conducive to pupil achievement and development:

1. A relaxed environment should be in evidence where pupils may get needed materials as well as share content with others.
2. A supportive climate needs to exist in which pupils feel that concern exists for their welfare.
3. Pupils individually are rewarded for achieving at an optimal rate of growth.
4. Mutual respect is in evidence for pupils and teachers in the school and class setting.
5. Pupils' rights and the rights of teachers are of mutual concern in ongoing learning experiences.

Child growth and development characteristics must be thoroughly considered when determining the quality of learning environment for pupils in the class and school setting. Primay grade pupils may exhibit the following characteristics:

1. They generally follow the teacher eagerly in terms of expectations.

2. Much physical movement is necessary since these pupils basically are continually on the move when freedom of choice is given in terms of activities to participate in.

3. Gradually, these pupils tend to interact more with each other as they progress through the primary school years.

4. The finer muscles are not developed as well as the larger muscles. Thus, handwriting and writing activities in general may cause stress and strain if excessive time is given to these kinds of learning activities.

Intermediate grade pupils tend to reveal general behavior such as the following:

1. Peer culture is becoming increasingly important whereas adult influence may become less important.

2. With more background information, intermediate grade pupils may become more proficient in critical thinking and problem solving as compared to primary grade pupils.

3. Intermediate grade pupils are continually increasing their skills in using the finer muscles. Thus, learning copportunities involving writing experiences can be stressed more frequently as compared to the primary grade levels.

4. Intermediate grade pupils are continually becoming more proficient in social interaction as compared to primary grade pupils.

5. Intermediate grade pupils should and do become increasingly more independent from adult direction.

The following factors need to be emphasized in ongoing units of study for elementary age pupils:

1. Pupils must have ample opportunities to work within a committee framework. Skills in positive human relations are important for pupils to achieve. Everyday living stresses the importance of individuals getting along well with others.

2. The use of the larger muscles should be encouraged, of course, throughout

the public school years. The use of the larger muscles would involve experiences such as running, jumping, hopping, skipping, and throwing.

3. Skill in the use of the finer muscles must be continuously emphasized in teaching-learning situations. Thus, refined movements of the human being such as in writing activities should be emphasized in terms of child growth and development characteristics.

4. Critical thinking, creative thinking, and problem solving need to be emphasized throughout the pupil's public school years. Life in society demands proficiency in these highly important cognitive skills.

5. Good attitudes must be developed within all learners since optimal achievement in all facets of growth may take place only if affective objectives are achieved by learners.

In Summary

Teachers of social studies, supervisors, and principals must give careful consideration to the design of the curriculum. Thus, factors such as the following must be taken into consideration when designing the social studies curriculum:

1. social and individual achievement on the part of pupils.
2. integration or fusion of content in ongoing units of study.
3. the total child being perceived as being important in teaching-learning situations.
4. proper sequence in pupil learning being in evidence.
5. adequate emphasis being placed on teacher-pupil planning in the social studies.
6. quality learning environments being stressed in social studies units.